



## Subject Discipline: History

### **Intent**

History at Ranvilles inspires children to delve into the past and discover how the world became the way it is today. Learners develop a chronologically secure knowledge and understanding of British, local and world history. They explore connections, study trends over time and develop their historical vocabulary. Taking on the role of historians, children devise historically valid questions and construct informed responses through analysis of a range of sources. Through the deep understanding of the progression of knowledge and skills that teachers possess, planning is crafted to facilitate inquiry-led lessons, enabling learners to understand the different layers to uncover in history. Priority is given to ensure children can relate to the history they are learning and understand the impact it has had on their lives today. Throughout the school, lessons learned from the past are celebrated and promoted with displays focusing on topical history learning to present a physical timeline running through the school.

History at Ranvilles is inclusive for all enabling children across all abilities to access information and answer what, how and why questions. Resources are effectively adapted to support children accessing the main learning for the lesson ensuring all can achieve individual potential. All children are encouraged to develop an inquisitive nature and questioning allows learners of all abilities to answer historical questions with accuracy. Every unit meets children's needs by the development of supportive resources that allow different types of learners to excel in their own way.

### **Implementation**

The history curriculum is aspirational. It is biased and shaped to meet the individual, contextual and holistic needs of all pupils. Formative assessment is used constructively to secure ambitious objectives, supporting learners to maximise their abilities.

History at Ranvilles emphasises the importance of historical knowledge being shaped by disciplinary approaches. Strands of 'Topic Knowledge, Chronological Awareness, Substantive Concepts, Historical Enquiry' are interwoven through all history units to create engaging and enriching learning experiences, which allow all the children to investigate history as historians do.

Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and Conclude, Communicate) when answering

historical questions. Over the course of their learning, children develop their understanding of the following key disciplinary concepts:

- *Change and continuity*
- *Cause and consequence*
- *Similarities and differences*
- *Historical Significance*
- *Historical interpretations*
- *Sources of evidence*

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through their learning, they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement are clearly identified in lower key stage 2 and revisited in upper key stage 2 allowing knowledge and a deep understanding of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in history.

Our curriculum follows a spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

Teachers ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly-effective and robust history curriculum. Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions.

## **Impact**

Knowledge, built in the discipline of history, is utilised in the Ranvilles SMSC 'Big Debate' at the end of a half term. The Big Debate connects key subject disciplines. Learners draw on the knowledge and skills explored in history to: **S**equence ideas, **T**hink critically, **A**rticulate precisely, **R**espond respectfully and **S**ynthesise collaboratively. This process enables learners to positively push new boundaries in exploring the world. They also understand and appreciate the developmental knowledge and skills required to be a life-long historian. Summative assessment is used carefully to evaluate success and plan to meet future needs.

Pupils will leave Ranvilles Junior School equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of following our history scheme of work is that children will:

- *Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.*
- *Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.*
- *Develop a historically-grounded understanding of substantive concepts – power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.*
- *Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.*
- *Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.*
- *Understand how historians learn about the past and construct accounts.*
- *Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.*
- *Explain how and why interpretations of the past have been constructed using evidence.*
- *Make connections between historical concepts and timescales.*
- *Meet the end of key stage expectations outlined in the National curriculum for history at the end of Key stage 2.*